

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2004.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: (per district designation)
- | | |
|----------|-----------------------------------|
| 4 | Elementary schools (includes K-8) |
| _____ | Middle/Junior high schools |
| 2 | High schools |
| _____ | K-12 schools |
| 6 | TOTAL |

2. District Per Pupil Expenditure: 8520

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☐ Suburban
☒ Small city or town in a rural area
☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK			0	6			0
K			0	7			0
1			0	8			0
2			0	9	28	23	51
3			0	10	35	20	55
4			0	11	35	25	60
5			0	12	28	31	59
TOTAL STUDENTS IN THE APPLYING SCHOOL							225

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
 0 % Asian
 0 % Black or African American
 3 % Hispanic or Latino
 0 % Native Hawaiian or Other Pacific Islander
 95 % White
 2 % Two or more races
 100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 5 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	7
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	4
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	227
(5)	Total transferred students in row (3) divided by total students in row (4).	0.048
(6)	Amount in row (5) multiplied by 100.	4.846

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented:

Specify languages:

9. Students eligible for free/reduced-priced meals: 13 %

Total number students who qualify: 29

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 6 %

Total Number of Students Served: 14

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>3</u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u>1</u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>17</u>	<u>2</u>
Special resource teachers/specialists	<u>2</u>	<u> </u>
Paraprofessionals	<u>6</u>	<u>1</u>
Support staff	<u>12</u>	<u> </u>
Total number	<u>38</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	98%	98%	97%	98%	98%
Daily teacher attendance	97%	97%	96%	96%	96%
Teacher turnover rate	8%	3%	14%	20%	8%
Student dropout rate	0%	0%	0%	1%	2%

Please provide all explanations below.

In 2005-06, we had two teachers retire, one teacher relocated out of the country due to her husband's job, and one teacher left the district for an opportunity in another district. In 2006-07, we had one teacher leave to start his own company, one teacher retired, one teacher left for a job in another district, and one teacher changed positions in the building, becoming the school counselor.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	57	
Enrolled in a 4-year college or university	65	%
Enrolled in a community college	25	%
Enrolled in vocational training	5	%
Found employment	5	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
Total	100	%

PART III - SUMMARY

Garden Plain High School, located in Garden Plain, KS, is approximately 15 miles west of Wichita, KS, which is the largest metropolitan city in the state. The town of Garden Plain has a total population of 900, with the high school and elementary school being the biggest employers, as well as the Farmers' Coop and Fisher Lumber Company. Our district, Renwick USD 267, is composed of four individual communities united by faith, family, and shared moral values. The rural area is comprised of numerous family farms, as well as families that commute to Wichita for work. The close proximity of Garden Plain to Wichita makes it an ideal location for families seeking the quietness of a rural area, and the amenities of a large city.

The mission of GPHS is to guarantee each student the ability to be a responsible, productive citizen, who demonstrates academic competency and life skills. A dedicated staff assists each student in mastering the curriculum in an environment that offers challenge, supports efforts, and values achievements. The achievements valued include academics as well as extracurricular activities. But this wasn't always the case.

In the early years of GPHS, athletic accomplishments dominated those of academics. When people talked about Garden Plain High School, it used to be only about the outstanding athletic teams. The tradition of Friday night football victories dates back many decades. The entire town continues to turn out to watch athletic events, lining the fence around the football stadium and filling the seats in the gymnasiums. In the past few years, an additional focus has emerged with high expectations of academic achievement and improved state assessment scores. Now, our students consistently score above the norm on state assessment tests. Neighboring schools call to ask how we have been able to have such success with our assessment scores. What caused such a paradigm shift in our school?

The school climate began to change when we implemented aspects of Effective Schools, a strategy for improving student academic performance in the classroom and on standard measures of achievement. At the same time we were embarking on a school improvement plan, Garden Plain High School was threatened with closure and its students being absorbed into a proposed consolidated high school 12 miles to the north of Garden Plain. The community rallied to keep its school, a belief based not just on loyalty or selfish motives, but research-based data that supports small schools and educating students within their own community. In addition, the inclusion of parents on various building-level committees and in district-wide strategic planning sessions increased community awareness of the teachers' efforts to improve overall instruction. Good communication between home and school resulted in strong parental support for academic excellence and helped raise the level of expectation among students. Parents, teachers, and students all became accountable for creating a climate in which academic achievement was the priority. Finally, a new focus on academic success occurred because the world experienced a focus shift. No longer can a student graduate from high school and be guaranteed a family-sustaining career with no need for further education. The agricultural world now works hand-in-hand with other entities and students are expected to have a knowledge base greater than that of their own parents who graduated from high school and returned to the family farm. The overall focus has changed from simply graduating from high school and being done with formal education to a desire to have all students pursue some form of post-secondary education. At the present time, we have over 95% of each graduating class attend some form of post-secondary education. And our success continues—now in both athletics and academics.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Over the past five years, Garden Plain High School has increased its state assessment scores to reflect 100% proficiency in both reading and math in 2008 and 2009. Although our reading and math scores have always been well above the national average for many years, it became a goal of our faculty to continue improving scores in hopes of reaching the 100% proficiency mark.

On the Kansas State Assessments, students fall into five categories based on pre-determined cut scores. At the very top of the scale is the Exemplary category, followed by Exceeds Standard and Meets Standard. If a student's assessment scores fall into one of these categories, they are considered "proficient" in that subject area. The bottom two categories, Approaches Standard and Academic Warning, are levels indicating the student has not mastered the content at that tested grade level (www.ksde.org). If a student falls into one of these two bottom categories, we choose remediation techniques to help that particular student.

Starting in the summer of 2004, a decision was made to change the way we viewed remediation and the focus of students in regards to state assessments. Previously, students that had not scored proficient or above on the state assessments were sent to summer school for remediation. The threat of summer school was used to hopefully encourage students to try their hardest on the state assessment. Yet, the result of having a student attend summer school was not increased or improved test scores---instead, students were angry about giving up their time off and no true increase in scores was evident in the upcoming school year. Former principal Tracy Bourne made the decision to end summer school and instead take a new approach. Students would be remediated during the school year by the math and English instructors. An individualized schedule was created by the math teacher, Tony Renyer. Mr. Renyer took it upon himself to see that any student not performing well on the state formative math assessment would receive the remediation needed to improve his/her math skills. This approach, along with teacher buy-in, allowed individualized remediation to be a success. Students needing remediation in reading meet individually with Beth Alexander, our junior level English instructor, to increase skill level.

Looking at our past data, it is easy to see that Garden Plain High School has a tradition of success. In the 2004-05 school year, 80% of students tested in math and 82% of students tested in reading scored at Meets Standard or better. That year was our lowest out of the five years of data—from that point on, our assessment scores have continued to increase. In 2009, we had 27% of our math students reach the Exemplary mark; in reading, we had 44% of our students reach Exemplary in 2008.

For people not familiar with our school, it is necessary to point out that we do not face the challenges of having various subgroups of students to educate as many of the larger high schools in our surrounding areas do. We have a relatively small Special Education subgroup and no Limited English Proficiency students. Yet, we do face other challenges such as a fairly large subgroup of families that could qualify for free/reduced lunch status, but do not wish to fill out the application, due to pride, and families that have refused Special Education testing for their children due to perceived stigmas attached to that label.

Many factors contribute to our success, including community/family support, desire of students to achieve, the motivation of faculty, our master schedule and the overall demographics of our school.

2. **Using Assessment Results:**

The Garden Plain High School faculty utilizes different forms of data to analyze student performance.

Teacher-generated assessments are used to determine class placement and scheduling. Students who perform below grade level in freshmen and sophomore level classes, are scheduled in first semester English classes for junior year. This placement guarantees that the student will have a chance for remediation efforts if needed for the state assessment. Due to the nature of our block schedule, students will have experienced the entire English curriculum in one semester, allowing a second chance to test with Opportunity to Learn testing at the state level.

Common assessments, which have been generated by the professional learning communities across our district, are administered to students in each core subject area. Teachers analyze the data to see which benchmarks are not being mastered by students, and then change their teaching methods accordingly.

Formative assessments are given to determine a student's readiness to participate in Opportunity to Learn Testing on the state assessment. After giving the formative assessment, teachers analyze the results and determine which students are ready to go on to state testing. If a student does not perform well on the formative assessment, they are placed in a series of remediation efforts. In the math department, remediation occurs during Silent Sustained Reading time, once or twice each week. Our math instructor gives up his own lunch time to work with students needing remediation. In the English department, individual remediation sessions are scheduled with the junior English teacher.

Once the state assessment results are available, teachers receive the data and analyze which indicators were not mastered. This allows teachers to reorganize their coursework in order to increase student mastery. If students do not pass the state assessment, individualized remediation occurs. This one-on-one instruction is vital to student success because they see how invested our teachers are in student success.

3. Communicating Assessment Results:

Garden Plain High School communicates its success in a variety of ways to a variety of people. At the forefront are students. Students receive their NWEA Map and state assessment scores immediately after the completion of testing. Students, truly invested in the assessment process, anxiously await notification of their scores. Teachers individually inform students of their performance on the assessments given.

At parent-teacher conferences, parents are given the current NWEA Map results for their student. Used as one means of assessment in our building, it is imperative that parents receive these results. The counselor is available to explain the individual student results to parents as needed. For state assessment results, the counselor also notifies parents individually if a student performs poorly and will be facing a change of schedule for remediation purposes. We utilize our monthly newsletter as a means of communicating whole class results. Parents and community patrons receive this document by email or by accessing it on our school website. Our principal prepares a statement each month which highlights the achievements and happenings in our school. By including this in our monthly newsletter, we keep parents and community patrons informed.

We also share all assessment results with our Site Council and our Board of Education. Our Site Council is a group which consists of parent/community members, teachers and the principal. The principal uses the Site Council as a type of advisory board for decision-making. The Board of Education receives the final assessment data after all testing is complete for the year.

Finally, the Kansas State Department of Education website has Building Level Report Cards available for each school district. Interested patrons can view specific schools to find out the assessment results for any year. By making assessment results public information, we are allowing greater accountability at the school level.

4. **Sharing Success:**

Garden Plain High School is successful in both academics and extracurricular activities. Our extracurricular activities receive quite a bit of media attention, especially our continued success in athletics. As for our academics, it is interesting to note that many schools in recent years have called us and asked how we have found such success with our state assessment scores. It is interesting to hear that other districts know about our success and want to find out what we are doing. It is a joy to share with other schools how we have used our 4x4 block schedule to our advantage with testing. It is great to share how the dedication of our faculty drives our remediation efforts. It is fabulous to have our student honor roll, as well as all other academic awards such as the Governor's Achievement Award, published in the local community newspaper, *The Times Sentinel*. Although the majority of sharing occurs by word of mouth, we also have had the opportunity to have a staff member present at a state-level conference about our Student Improvement Team and the success we have had with it. If we were to be awarded Blue Ribbon status, we would continue to share our success with the surrounding districts and any school or person that would like to learn more about Garden Plain High School and the achievements we have amassed.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The faculty's high expectations have fostered an atmosphere of learning that encourages success. The curriculum at Garden Plain High School is geared towards high achievement rates for the entire student body. Although GPHS is a small school, the curriculum provides opportunities for students at varying levels. Opportunities include Advanced Placement courses, Family and Consumer Science, Foreign Language, Industrial Arts, Fine Arts and Technology offerings, along with the regular core curriculum areas.

The Science department strives to engage students through hands-on learning. Teaching strategies include laboratory activities, theory debates, genetic history projects and relevant career exploration. Using the Kansas state standards, common assessments have been developed to help gauge student achievement. In 2008, 96.6% students passed the state assessment. Our goal is for students to attain 100% proficiency and achieve the Standard of Excellence on the Kansas State Assessment, all while gaining an appreciation of science.

The Math department focuses on the individual needs of students. Within the lower level math classes, the instructor conducts a "class within a class" by prescribing individual curriculums to all students. In the upper-level classes, instruction includes the use of manipulatives and individual attention, helping students grasp the mathematical concepts necessary to succeed. A successful remediation program helps to increase student achievement.

The English department offers students the chance to explore a variety of literary works. Using project-based learning and various techniques, such as multiple intelligences and cooperative learning, teachers engage students in the content. The English curriculum is heavy in classical literature and connects writing to the literature being read. Students are given the chance to enroll in Advanced Placement Literature and Composition as a senior, as well as College English Composition courses.

The goal of the Spanish program at Garden Plain High School is to provide a foundation for students to continue to advance in their future careers or fulfill academic requirements of a university. In order to present Spanish vocabulary in a variety of ways that will reach all students and improve retention of the material, a variety of songs, communicative activities, skits, games, graphic organizers, and written work have been developed that help student's use the vocabulary in a non-repetitive way. The enthusiasm of the instructor, evident by his guitar playing, helps all students connect to the Spanish language.

The Fine Arts Program at Garden Plain High School consists of offerings in Art and Music. The Art department offers a wide variety of class selections, ranging from Intro to Art, Drawing, Painting, Commercial Design and 3-D Art. Lessons focus on a variety of art mediums, art history, and guest speakers. Students are encouraged to express their individual creativity through a variety of unique assignments. In the spring, students are encouraged to participate in an annual League Art Exhibit and Contest. Garden Plain student's artwork has been featured in the Kansas Department of Health and Environment's "Don't Spoil It!" calendar.

The Music department consists of both Vocal and Instrumental Music. Students perform a number of concerts throughout the year. Students can be involved in playing regularly in a Pep/Jazz Band and have the opportunity to participate in a musical every other year. Music students also participate in League Music Contest and State Contest annually.

2b. (Secondary Schools) English:

(This question is for secondary schools only)

One of the strengths of the English department is the aligned curriculum established by the teachers. This is a successful strategy because teachers know what is taught before and after their particular courses. The success of this curriculum is evaluated by the use of common assessments which allow for cross-course data analysis. Students are required to score 80% or above on specified benchmarks. Thus, teachers can discuss effective strategies for educating those students not yet proficient in benchmark areas. For those struggling students, review and remediation is provided in particular skill areas.

This aligned curriculum includes classical literature, with a heavy emphasis on reading-based writing. Literature content tests include multiple short answer responses as well as essay prompts. Writing about literature clarifies thinking about literature. Class discussion and projects are based not only on the reading content, but the application of content to real-world situations.

A dramatic increase in our State Assessment test scores came from the implementation of a 30-minute daily silent sustained reading (SSR) period. Students begin the year by taking a test which determines reading level and zone of proximal development. This score determines the level of books the student is expected to read and master during the course. Students are motivated to achieve their goals because SSR quiz scores are 5% of all course grades. Teachers model reading during this time and can also provide mini-lessons in reading strategies.

Student progress is evaluated using multi-assessment types, such as project-based learning, multi-media presentations, and standardized tests (the NWEA Map and State Assessments). For those students who continue to falter in reading proficiency in spite of classroom interventions, individualized remediation and review is provided. Because the State Assessment is given during the junior year, students still at risk are scheduled in the first semester course, allowing for remediation before retaking the State test in the spring if necessary.

3. Additional Curriculum Area:

The key to success in our math program is placement, intervention, accountability, and parental/administrative support.

All freshmen enroll in Algebra I, and must maintain a B or higher grade average. These students are on track to progress through the math curriculum from Geometry to Calculus. Students unable to maintain a B average are guided into Pre-Algebra or General Math placement within the Algebra I class. These students will advance through levels of the math curriculum which are supported by interventions, if needed.

Our interventions include scheduling students into 30-minute sessions, once or twice weekly, for extra instruction and practice. These sessions are held during the school-wide silent sustained reading (SSR) program so as to not interfere with a student's regular core classes. Teachers evaluate the formative assessment test results to determine which students need to review trouble areas before taking the state assessment. We have also established a Standards Math class which provides specific instruction in those skills tested on the state assessment.

Performance on the state assessment provides the highest level of accountability for both students and the program itself. Use of the formative assessment allows teachers to detect deficiencies in skills prior to the state assessment. Students are then given multiple options for extra instruction and mastery of skills. By following this format, our school maintains the expectation that students will take and succeed in as many math classes as possible.

4. Instructional Methods:

In 2002, the administration and staff of Garden Plain High School recognized a need to address the issue of lower level students who may be falling through the cracks –students not achieving at an acceptable level, but who also did not qualify for special education services. As a result, the Student Improvement Team (SIT) was established.

The members of the team monitor the needs of these students, provide some with individualized attention and tutoring, serve as adult mentors, monitor homework completion, and make frequent parent contact. The SIT coordinator serves as a resource for instructional strategies that work with each individual student. Teachers have access to a database which lists students and the strategies that have been used successfully with each, such as cooperative learning, extended time, increased text size, and differentiation.

In addition, the faculty has continued to develop programs and strategies. Today, there is a pull-out program for low-achieving math students who need extra preparation for the state math assessments, and there are plans for implementing a similar program aimed specifically at reading skills. Through the strategic scheduling of students, the counselor is further able to ensure that students needing more intensive instruction are enrolled in specific class sections.

Since the creation of the SIT Team and its success in dealing with lower end students, GPHS has also worked to provide high achieving students with increased opportunities. We provide dual credit classes where students earn high school and college credit, as well as provide an on-line learning lab where students have access to college classes not able to be offered at the school campus. To add to the rigor of academic preparation, Advanced Placement classes have been offered for the past two years.

5. Professional Development:

Garden Plain High School has made a shift over the last four years in our professional development strategies. Gone are the days of hiring speakers to speak to a large group of teachers and give them a pep talk or present a new strategy that teachers may or may not use. Professional development time instead has been shifted toward smaller, more specific Professional Learning Communities. Garden Plain staff partner with the other high school in our district in order to work together for professional development and to increase student achievement.

Teachers from across our district (4 elementary schools and 2 high schools) are grouped according to grade level and/or content area to form PLCs. Our PLCs meet every six weeks and perform a variety of tasks that include: choosing our own professional development task that will be most beneficial to our group, utilizing individual professional development through PD360.com, reviewing state standards and aligning our curriculum with the standards, defining our power indicators that we will test on common assessments, reviewing common assessment data, and dialoging with colleagues to determine best instructional practices.

In addition to professional learning communities, the Renwick school district also dedicated one professional development day a year to a technology fair. Teachers get to pick from several different mini-sessions led by other district teachers. Teachers who are using new and innovative ideas or technologies in their classroom get to describe and demonstrate these to fellow teachers. This allows teachers to gain new ideas, as well as a support network of fellow colleagues to call on if they need it while they are implementing the technology or idea in their class.

Finally, we utilize the professional development website, PD360.com. PD 360 has a vast collection of videos on relevant topics which teachers can view as time allows.

6. School Leadership:

Leadership at Garden Plain High School is shared and faculty members are encouraged to lead as long as their efforts are aligned with the high school and district philosophies. A main reason for the success of Garden Plain High School is the number of faculty members willing to step up and take an active role in leading both the staff and the students.

Garden Plain High School is one of two high schools in Renwick USD 267. Renwick uses Professional Learning Communities (PLCs) to collaborate among the two high schools. Each PLC is lead by a facilitator whom directs the meetings which involve discussing data, lesson plans, and methods which will benefit more students. The facilitator has volunteered for this responsibility and meets with the group every six weeks.

Garden Plain High School also consists of a building leadership team which helps guide the faculty in the progress of the school. The leadership team is the voice for the school and each discipline. The members of this team are proven leaders in the school and community. A student improvement team (SIT) also is used to examine students that have been identified as having the potential to fall through the cracks. The SIT team leader is responsible for monitoring the progress of each student and corresponding with the teachers to find solutions for these students to be successful.

Garden Plain High School also relies heavily on its site council to lead the school. The site council is made up of the principal, two faculty members, and four community members. This group meets once a month to discuss issues involving the high school and move the school forward.

Students are also encouraged to take on leadership responsibilities. Many of our advanced students walk across the street to our elementary school to mentor young students. This is a positive experience for both the elementary and the high school students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 11 Test: Kansas State Assessment

Edition/Publication Year: 2005

Publisher: Kansas State Dept of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standard & Exemplary	100	100	94	85	79
Exceeds Standard & Exemplary	72	78	43	43	53
Number of students tested	55	59	53	52	39
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					
2. African American Students					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exceeds Standard & Exemplary					
Exceeds Standard & Exemplary					
Number of students tested					

Notes:

Subject: Reading
Edition/Publication Year: 2005

Grade: 11 Test: Kansas State Assessment
Publisher: Kansas State Dept of Education

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing Month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES					
Meets Standard, Exceeds Standards & Exemplary	100	100	88	92	81
Exceeds Standards & Exemplary	83	91	59	63	52
Number of students tested	56	59	52	39	38
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					
2. African American Students					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					
3. Hispanic or Latino Students					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					
4. Special Education Students					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					
5. Limited English Proficient Students					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					
6. Largest Other Subgroup					
Meets Standard, Exceeds Standards & Exemplary					
Exceeds Standards & Exemplary					
Number of students tested					

Notes: